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school improvement	school administration		staffing	School District

17. ABSTRACT (MAX. 250 WORDS)

The "culturally disadvantaged" child is required to be enrolled in school; he is potentially capable of completing the program, but because of home and community environment, is unable to do so without help above and beyond that normally given in the curriculum. It is emphasized that this type of child may come from a home representing any location on the socio-economic scale, with parents of any occupation.

Proposals for programs for culturally disadvantaged children in the Springfield school system are presented in outline form. These include: in-service teacher education; a bureau of pupil services with a psychiatrist, a psychological examiner and a school adjustment counselor; special teachers and auxiliary personnel; reading services; library additions; Spanish language programs; summer programs; parent information and adult education relative to the program; a design for school community interaction; a priority list for the specific proposals art programs; home economics education; music education; health, physical education, and safety; and cultural contacts for the elementary school students.

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

PROPOSALS FOR IMPLEMENTING THE REPORT OF THE COMMITTEE ON HUMAN RELATIONS AND THE CULTURALLY DISADVANTAGED

Material presented to the Springfield School Committee on May 21, 1964 by the

Committee Members

Rebecca M. Johnson
Theodore H. Levine
Stanley C. Speer
Richard G. Martin, chairman

and

Dr. T. Joseph McCook
Thomas J. Donahoe
Thomas A. Kenefick
Dr. Olive S. Niles

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(Not presented to School Committee because of lack of time.)

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HUMAN RELATIONS AND THE CULTURALLY DISADVANTAGED

Agenda for School Committee Meeting

INTRODUCTION OF GROUP AND STUDY

Dr. T. Joseph McCook
Superintendent of Schools

OVERVIEW OF THE STUDY DONE BY THE COMMITTEE ON HUMAN RELATIONS AND THE CULTURALLY DISADVANTAGED

Richard G. Martin
Principal, White Street School

THE DISADVANTAGED CHILD

Stanley C. Speer
Assistant Director, Bureau of Pupil Services

IN-SERVICE EDUCATION AND CURRICULUM

Rebecca M. Johnson
Principal, North Branch School

PUPIL SERVICES

Thomas A. Kenefick
Director, Bureau of Pupil Services

READING

Dr. Olive S. Niles
Director of Reading

LANGUAGE PROGRAM AND NEW USES OF SUMMER SCHOOL

Theodore H. Levine
Principal, Eastern Avenue and School Street Schools

PARENT INFORMATION, COOPERATION, AND EDUCATION

Thomas J. Donahoe
Principal, Carew Street and Hooker Schools

OTHER PROGRAMS

Richard G. Martin
Principal, White Street School

THE CULTURALLY DISADVANTAGED CHILD

State Definition

The State defines a "culturally underprivileged" child as a minor who:

1. "Is enrolled or required to be enrolled in any one of the grades one through twelve in the public schools.
2. Is potentially capable of successfully completing a regular educational program leading to graduation from the secondary school in which he is enrolled or required to be enrolled.
3. Is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular program leading to graduation without special efforts on the part of public school authorities, over, above, and, in addition to those involved in providing the regular educational programs, directed to the positive stimulation of his educational and cultural propensitities."

Statement by Mr. Stanley C. Speer
Assistant Director of the Bureau of Pupil Services

In the past there have been a number of phrases which have been used to describe these persons--phrases such as "culturally" or "educationally deprived," "underprivileged," "disadvantaged," "lower socio-economic," and so forth. It is the concensus among authorities working in this area that the term "culturally disadvantaged" describes this group most adequately; we on the Committee agree with this, and have therefore used it in our Report.

Who, then, are we talking about when we refer to the culturally disadvantaged? Parenthetically, it must be stated that there is no unique, simple, homogeneous set of characteristics which sharply differentiates the culturally disadvantaged from the culturally advantaged. Culturally disadvantaged children are found among all areas of our community--in materially rich homes, and in materially poor homes; they are found in Sixteen Acres as well as in the North and South End; the parents of these children run the entire occupational range, from unskilled laborers on the one hand, to professional persons on the other; these children are also found in large families, and in small families.

In GENERAL, however (and we can only speak in general in this regard), culturally disadvantaged children PRIMARILY tend to come from crowded, noisy, broken homes where the family exists only on a marginal level, where chronic economic anxiety and other frustrations are ever present, and where the parents are generally indifferent to the needs of the children--these parents, instead of meeting their children's needs are, rather, almost totally preoccupied with themselves, and in meeting their own needs. Again I would like to suggest that this type of parent, for example, is found not only in lower socio-economic situations, but also within the higher social groups. It has also been generally true that culturally disadvantaged children have had restricted and culturally improverished experiences, and tend to come from homes where very few good reading and other types of learning materials are found.

Some, or all of these variables converge upon the child and make him more disadvantaged than other children and, when he does come to school--if he is to survive and graduate, he needs special attention above and beyond what is normally provided in the regular educational program.

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

In-Service Education
(Elementary Schools)

1963-1964 In-Service Meetings	1964-1965 Human Relations Committee and In-Service	1964-1965 Curriculum
Human Relations Meetings Funds made available for lecturers by School Committee Entire staff of elementary division attended Outstanding lecturers Staff meetings followed lectures to discuss action Outcomes Blue book of many suggestions	Proposal To establish a Human Relations Committee Psychologist Elementary teacher Elementary principal Junior-High teacher Junior-High principal Senior-High teacher Senior-High principal Proposal To plan in-service meetings on the Culturally Disadvantaged Child Lecturers to be authorities in the field Funds for lecturers have been provided by the School Committee Focal point and direction of meetings planned by Human Relations Committee Proposal To purchase for each school selected teachers reference books	Proposal Curriculum Committees to provide supplements for existing courses of study Purpose To expand the teaching of human relations Use of supplements to be mandatory Special attention will be given the following areas: Including contributions of the Negro in America Providing text books with acceptable integrated illustrations Providing additional films and recordings to extend and continue good relationships Preparing bibliographies of children's books having good human relations aspects

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Bureau of Pupil Service (Elem. Div.)

Present Program

A. School Psychiatrist (60 hours, 1964)
B.
C.
D.
E. Psychological Examiner (1)
F. School Adjustment Counselor (3)
G.
H. Teachers for Emotionally Handicapped (2)
I. Home Teachers (2 + Part Time)
J.
K.

Other Present Programs:

1. Classes for Mentally Handicapped (25 classes; N = 400)
2. Speech and Lip Reading Instruction
3. Vision and Hearing Testing
4. Classes for Deaf (2 classes)
5. Braille Instruction (5 Pupils)
6. Semi-sighted Children
7. Shriners Hospital (2 classes)
8. Speech Therapists (5)
9. Speech and Hearing Coordinator
10. Vision and Hearing Technicians (4)
11. ---

Proposed Additional Program

		Imm.	Med.	L.I
A.	School Psychiatrist (full time or consultations)	1		
B.	Clinical Psychologist (full time)		1	
C.	School Psychologist	1		
D.	Coordinator of Special Education	1		
E.	Psychological Examiner (2)	1	1	
F.	School Adjustment Counselor (2)		1	1
G.	Counselors (6)	2	2	2
H.	Teachers for Emotionally Handicapped		1	
I.	Home Teachers (1)	1		
J.	Teachers for Under-Achievers (6)	2	2	2

---

11. General (Services, Post Elementary Division)
    a. 31 Counselors
    b. 1 School Adjustment Counselor
    c. 2 Supervisors
    d. 1 Home Teacher
    e. 18 Classes for Mentally Handicapped (N = 350; Total - 75
    f. 1 Speech Therapist (Total 6)
    g. 1 Teacher-Non English Speaking Class (C.A. 13
    h. General Educational Testing Service
    i. Placement and Follow-up
    j. Counseling Adults; High School Diploma
    k. Research on Drop-outs (Federal Grant - $50,000

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Reading Services

(Elementary Schools)

	1963-1964	1964-1965	1965-1966	1966-
Helping Teachers	18 3/5	18 3/5	23 3/5	36
Librarians	0	0	2	6
Supervisors	0	1	1	2
Summer School teachers of reading and Language arts	3	5	10	30
After-school/Saturday a.m. enrichment teachers	0	0	6	12
Teacher participants in summer in-service workshops	0	10	20	20
Teachers of transition classes	0	0	6	12

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Library
(Elementary Schools)

	1963-1964	1964-1965	1965-1966	1966-
Space and Equipment (no. of schools)	0	0	4	12
Books and Supplies				
New library books	0	5,450	7,300	15,000
Replacements	0	0	1,000	2,500
Supplies for covering/cataloguing	0	5,450	8,300	17,500
Children's magazines/newspapers	0	0	5,500	6,000
Transportation				
Buses for excursions	0	0	0	2 trips per pupil
Other				
Special movies (Saturday a.m. and after school)	0	0	120	240

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Spanish Language Program
(Elementary Schools)

Present Program	Proposal
Teaching English to Spanish speaking children	
Carew Street School - 64 children in program 1 teacher - full time	Carew Street School - Add 1 teacher
Hooker School - 123 children in program 1 teacher - full time 1 teacher - M, W, F	Hooker School - Add 1 teacher
School Street School - 19 children in program 1 teacher - mornings	

Summer School Proposal for Spanish Language Program

Establish two centers - one at Carew Street School and one at the Riverview Development Recreation Center.

Transport the School Street School children to Carew Street School.

2 teachers - 6 week program - mornings

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Summer Programs
(Elementary Schools)

Present Program	Expanded Programs
Physical Education - For children in Grade 5 who fall below 50th percentile in 5 of 7 physical fitness tests. 50 children - 2 supervisors - 4 weeks - mornings	150 children - by providing transportation Swimming Program for Non-Swimmers - Transportation
Music - Instrumental instruction - 300 children - 2 teacher - 4 weeks - mornings	Continue same program
Reading - See Dr. Niles' charts	

New Uses of Summer Schools

Pre-Kindergarten - 12-15 children/teacher - 8 weeks

Post-Kindergarten - 15-20 children/teacher - 8 weeks

Appoint a coordinator to supervise all summer school activities

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Parent Information and Adult Education

Parent Information (Elementary Schools)

Proposals:

1. Arrange for series of meetings with school officials and representatives of neighborhood councils, social agencies, P. T. A. councils to find out what is presently being done in the various areas, and to ascertain what they feel are their needs and how the schools can satisfy these needs.
2. Prepare audio-visual material, including projectuals, slides, films, and film strips to cover the following areas:
   a. various activities of the school program
   b. safety program
   c. proper nutrition - good breakfasts
   d. a school day in the life of a typical child
   e. kindergarten activities
3. Provide field trips to parks, museums, playgrounds for pre-school youngsters and accompanied by their parents who could than act as key people in the neighborhood to tell about these various places.
4. Translate in to Spanish the booklets on Home Experiences, Beginning School, and Parent Teacher Conferences.
5. Utilize the help of the following agencies and business concerns

   Hampden County Improvement League
   Health Department
   Welfare Department
   Adult Education Program
   Department Store (Personal Shopper)
   Banks
   Utility Companies
   Red Cross
   Junior Chamber of Commerce
   Child and Family Service
   Junior League

6. Disseminate information to parents by means of:
   a. P.T.A. meetings
   b. church meetings
   c. community center meeting
   d. posters in neighborhood stores

e. brochures and flyers in Spanish and English taken home by children

f. neighborhood council meetings

g. contacting key people in neighborhood to act as laison people

7. Suggest a theme for the year for the P.T.A. Council:

The Culturally Disadvantaged in Our Community and How You Can Help

8. Series of Meetings for the year:

a. problems presented by school department

b. neighborhood problems presented by Community Centers and neighborhood groups

c. health problems

d. city's responsibility - by mayor

9. Each P.T.A. could take this topic as its theme

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Parent Information and Adult Education

Adult Education
(Elementary Schools)

Proposal:

1. Expand the evening program in basic education, health and practical arts in disadvantaged areas.
2. Arrange for courses during the day.
3. Continue courses relating to the cultural backgrounds of various racial and ethnic groups.

Objectives:

1. Raise parents' aspirational level.
2. Provide practical skills for improving work opportunities and home environment.
3. To develop awareness of the problems of various cultural groups.

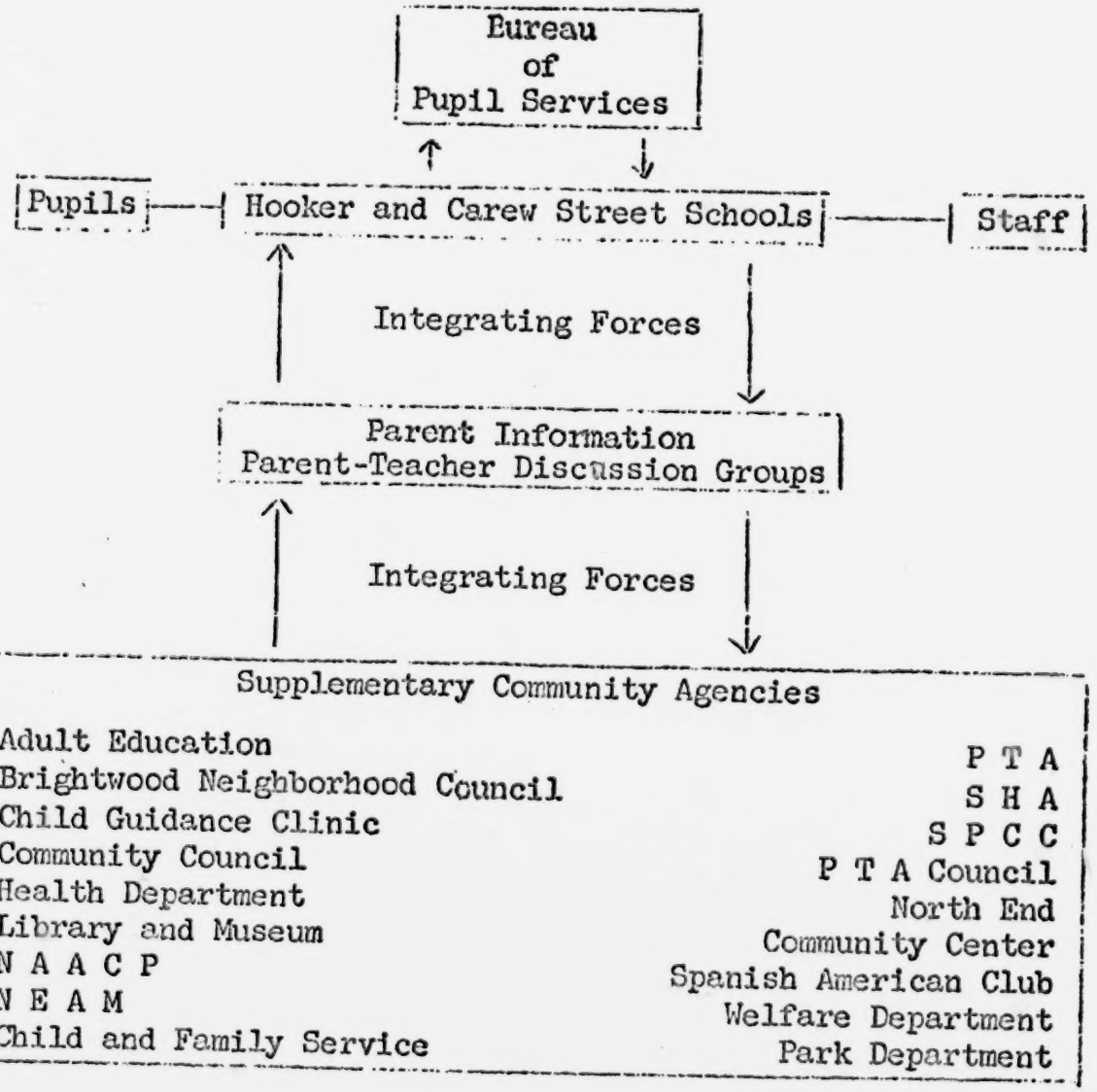
Probable Cost:

$500.00 (for scholarships)

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

School Community Interaction

(Elementary Schools)



*Feedback among all groups is highly desirable

PROPOSED PRIORTY LIST PREPARED BY THE HUMAN RELATIONS COMMITTEE
FOR PROPOSALS PRESENTED TO THE SCHOOL COMMITTEE
ON May 21, 1964

		1965	1966	1967
Lower Pupil-Teacher Ratio		*	*	*
In-Service Training	1964			
Human Relations - Books and Materials	1964			
Curriculum	1964			
Full-time School Psychiatrist		1	0	0
Helping Teachers - all schools		5	7	6
Clinical Psychologist		1	0	0
School Psychologist		0	1	0
Special Class Coordinator (3 through 12)		1	0	0
Pupil Adjustment Counselor		2	1	0
Library Books and Supplies		$20,000	$42,000	0
Pre-Kindergarten and Post-Kindergarten (summers)		Pilot	x	x
Library Space and Equipment		2	4	4
Reading Supervisor		1	1	1
Summer School Teachers (Spanish, English, Reading, Language Arts)		4	5	5
Summer Swimming Program (Transportation and teachers) Classes		4	x	x
Elementary Summer School Coordinator		1	x	x
Librarians		x	1	3
Summer In-Service Workshops (Number of teachers)		10	10	x
Spanish English Teachers		2	x	x
Transition Classes (Serious underachievers - average or better intelligence)		2	2	2
Home Teachers		1	1	x
Teachers for Emotionally Disturbed		1	x	x
Counselors		2	2	2
Psychological Examiners		1	1	x

* The committee recommends a pupil-teacher ratio of 25-1. The limitations of classroom space must be recognized as a factor in achieving this. This will have to be a long range project since it will require additional classrooms.

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Art
(Elementary Schools)

After school, Saturday, and summer programs to supplement the basic school and enrichment programs.

To fill following specific needs:

Further enriching children's lives in small groups (18 maximum).
Including parents to expand cultural awareness in two generations.
Developing leisure time activities families could use at home with little equipment and material.

When physical facilities permit, expand program.

		1963-64	1964-65	1965-66	1966-
Personnel:	Art Coordinator	0	1	1	0
	Art Supervisor	0	0	0	1
	Art Teachers (Tue., Wed., Thurs., Fri. 3:30-5:00 PM, Sat. AM, Summer AM)	0	11	22	30
	Parent Helpers	0	22	44	60
	Space with Equipment and Supplies - Selected locations	0	11	15	18
	Transportation - Busses for Trips	0	Rental	Rental	Rental and/or Purchase

Program - To stimulate curiosity, to show the results of creative thinking and working and to inspire pupils to react to experiences through various art media and activities.

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Home Economics
(Elementary Schools)

Proposal:

1964-1965	1965-1966	1966-1967
Home Economics Coordinator	x	x

Immediate Program:

Coordinator will spend at least 1/2 day in each school each week. With use of portable equipment and illustrative material, each unit would cover one phase of Home Economics.

Unit I. Feeding the Family
What to eat, How to buy, How to prepare, How to serve, How to clean up, Refrigeration

Unit II. Clothing the Family
What to look for in purchasing clothing, What prices should be paid, How to care for clothing: washing, pressing, mending; Grooming

Unit III. Maintenance of Home
Cleaning floors, windows, furniture; Heating and plumbing

Unit IV. Use of Money
Budget, Where to spend, Credit and installment buying

Unit V. Housing
Responsibilities of landlord, Responsibilities of tenant

Unit VI. Recreation
Quiet play for children, Reading

Equipment:

Equipment:

Featherweight sewing machine, hot plate, small equipment--cooking, sewing equipment, sewing supplies, food supplies

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

City-Wide Program of Music Education
(Elementary Schools)

Present Program	Proposed
I. ENRICHMENT	
Music Festivals	
Area Fifth Grade - Conducted annually on alternate basis	Continue as organized
City-Wide Sixth Grade	Continue as organized
City-Wide Elementary Instrumental - once every 3 yrs.	Continue as organized
All-City Elementary Band, Orchestra, Chorus - annual	Continue as organized
Springfield Symphony Concert for Students - annual	Provide financial assistance for children to attend
After School Program for Musically Gifted - annual	Assist with transportation of students
School Music Assembly Programs - limited	Provide bus transportation
Exchange Programs - limited	Provide bus transportation
Small Ensemble Programs by professional musicians - none	Provide annually for each school
Summer Instrumental Program	Continue as organized
II. EQUIPMENT--Basic for all schools	
Classroom	Provide on a per classroom basis to be built over a 3 year period
Beginning Instrumental	Expanded basic to be built over a 3 year period
Musically Gifted	Expanded basic to be built over a 3 year period
III. PERSONNEL	
Instrumental Instructors - 10 (4 full time, 6 half time)	Add 2 full time to provide for instruction and after school practice, twice weekly
Supervisors - 3	Add one additional

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Health, Physical Education and Safety
(Elementary Schools)

SUMMER PROGRAM

1963-1964	1964-1965	1965-1966
Duggan 2 Personnel No transportation Equipment at school 50 Participants	Duggan 1 Additional Personnel 25 Trips Equipment: Balls, bats, Rackets, etc. 100 Participants	Duggan, Kennedy, Brightwood 8 Additional Personnel 120 Trips Equipment: Added supplies 300 Participants

(Supervisors free to coordinate program.)
This is based on 8 weeks per summer 1965-66 with future expansion.

AFTER SCHOOL PROGRAM - Inter-School Activities

1963-1964	1964-1965	1965-1966
No After School Program	Howard, Brookings, DeBerry, Ells--indoors All schools--fall and spring 26 Personnel 100 Trips (pupils bussed to nearest facility--winter program only) 500 participants	Howard, Brookings, DeBerry, Ells, Brightwood--indoors All schools--fall and spring 12 Additional Personnel, Total 38 300 Trips 1,000 Participants

SWIMMING

1963-1964	1964-1965	1965-1966
Duggan Personnel - Dept. of Health, Physical Ed., & Safety No transportation No equipment 300 Participants	Duggan 1 Additional Teacher (5 hrs. per week) 200 Bus Trips No equipment 600 Participants	Duggan, Kennedy, & Brightwood 2 Additional Teachers (5 hrs. per week) 300 Bus Trips No equipment 900 Participants

HEALTH EDUCATION

1963-1964	1964-1965	1965-1966
Classroom	Classroom and Library	
	Additional text books, charts, films, film strips	
Classroom Teachers	Health Coordinator	
Field trips by individual classes	36 Bus trips	
All children participating	Total enrollment participating	

HEALTH SERVICES

1963-1964	1964-1965	1965-1966
Present facilities poor except in Ellis and DeBerry		
Personnel: 3 Doctors	Personnel: Additional doctor for every 500 pupils	
7 Nurses	1 Nurse each school	
2 Hygienists	3 Hygienists (Dental)	
2 Dentists	3 Dentists	
	Bus Tickets	
Total enrollment participating	Total enrollment participating	

PROPOSALS FOR PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN

Cultural Contacts
(Elementary Schools)

Proposals:

Children

1. Exchange art exhibits with other neighborhoods and cities.
2. Exchange choral groups, bands or orchestras with other cities.
3. Invite cultural groups to perform for pupils in Springfield Auditorium.
4. Send groups on trips to historical places of interest in and out of the city.
5. Continue with elementary school assemblies

Teachers - Work-study visits.

To Puerto Rico or a city in the South for two weeks

1. Visit homes, schools, churches, and community organizations.
2. Participate - community activities.
3. Interact with other teachers.
4. Form work-study workshops on return to city for new program planning.

Administrators - Work-study visits

To Puerto Rico or a city in the South for two weeks. Include one teacher on the team.

1. Visit homes, schools, churches, and community organizations, as above.
2. Participate with school principals, supervisors and other local community leaders.
3. Form work-shop groups on returning for sharing and new planning.

Objectives:

1. To increase cultural contacts and awareness of children.
2. To widen the geographic horizons of children with limited experience.
3. To give teachers and administrators greater insight into various cultures.